

Thomaston Public Schools - Curriculum Overview and Pacing Guide

Course Title: Criminal Law		
School: Thomaston High School	Grade: 12	Curriculum Pacing: 18 weeks
Unit One: Punishment and the Elements of a Just Punishment	Unit Two: Crimes Against the Body	Unit Three: Homicide
Unit Pacing: 3 Weeks	Unit Pacing: 3 Weeks	Unit Pacing: 3 Weeks
<p>Unit Overview: In this unit the students will learn that the reasons for punishment are complex and controversial because of the distinct reasons why society punishes people. Through group discussion the students will examine the distinct explanations for punishment in depth so that they can understand their application in real-world situations. Through case study and debate the students will examine the three foundational principles that limit the imposition of punishment: legality, culpability, and proportionality.</p>	<p>Unit Overview: In this unit the students will learn how the law has changed over the years in regards to crimes against the body. Through class discussion, case study, and interpreting different points of view by legal scholars the students will begin to understand the legal issues to determine that require attention to the nature of the targeted behavior and the social dynamics underlying it. The students will consider several contrasting perspectives on the social and behavioral aspects of crimes against the body. The students will examine the legal doctrines of actus reus, mens rea, and problems of proof.</p>	<p>Unit Overview: In this unit the students will learn how homicide that may be a product of mere carelessness or because someone is provoked is often punished by no more than a fine or a few months in jail; while some defendants who kill receive the death penalty or imprisonment for life with no possibility of parole. The students will discover through debate, case study, and analysis of legal scholars that a society under the rule of law must have clear, objective ways of choosing between these dramatically different alternatives. The students will also discover how legislative grading is accomplished by dividing homicidal conduct into crimes of different names and by dividing the same crime into different degrees.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Do the legal reasons for punishment match the morality of the nation, or my morality, that sends people to prison? 2. If society is committed to the three foundational principles of criminal conduct are we allowed to relax those principles in order to satisfy the need for revenge? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. Is the law concerning the human body in accord with my prevailing attitudes or societies about the expression of consent? 2. If prevalent social attitudes remain unfair to victims of crimes against the body, should the criminal law move beyond them? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can we as a society be allowed to put different values on the cost of human life when it assigns different levels of punishment for the loss of life? 2. What facts of law should be used when we determine which punishment is more severe and who in society should be the ones to

		decide the punishment?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can argue what makes a question important or worth asking. 2. INQ 9–12.1 Explain how a question reflects an enduring issue in the field. 3. I can situate my own perspective or viewpoint on an issue or topic within a range of expert opinions. 4. INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. 5. I can analyze and critique the effectiveness with which a given citizen(s) or institution(s) addresses social and political problems. 6. INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. 7. I can judge public policies by their intended and unintended outcome, and related consequences. 8. CIV 9–12.USH.2 Evaluate the effectiveness of citizens and institutions in solving social and political problems. 9. I can develop and refine critical questions that help me inquire about a topic or issue in 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can develop and refine critical questions that help me inquire about a topic or issue in order to develop a stand or take action. 2. INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. 3. I can gather information from a variety of sources as to capture a wide range of views, using considerations of author, origin, structure, context, and accuracy to guide my selection. 4. INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. 5. I can compare and contrast my opinions of a source’s credibility with those of experts in order to determine a source’s credibility. 6. INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. 7. I can critique how people apply civic virtues, democratic principles, constitutional rights, and human rights as relates to their personal interests and perspectives. 8. CIV 9–12.CG.10 Analyze the impact and 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can critique the accuracy and biases of a source in how it approaches or answers critical questions related to an issue or topic and make determinations of that source’s legitimacy. 2. INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 3. I can create strong arguments by selecting evidence drawn from multiple sources that contains little to no inconsistencies. 4. INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. 5. I can refine claims and counterclaims so that my arguments addresses the significance and strength of my position and addresses the limitations of others. 6. INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

<p>order to develop a stand or take action.</p> <p>10. CIV 9–12.USH.4 Analyze how public policies promote changes, intended and unintended, in society.</p> <p>11. I can analyze and critique the effectiveness with which a given citizen(s) or institution(s) addresses social and political problems.</p> <p>12. CIV 9–12.CG.5 Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>	<p>the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>9. I can judge the public policies and their intended and unintended outcomes, and related consequences.</p> <p>10. CIV 9–12.CG.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>11. I can argue the extent to which a society past or present has embraced specific changes to promote common good and protect rights.</p> <p>12. CIV 9–12.CG.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>7. I can critique the extent to which I demonstrate civic virtues and democratic principles.</p> <p>8. CIV 9–12.CG.7 Apply civic virtues and democratic principles when working with others.</p> <p>9. I can judge the decisions of the government at the local, state and national levels in terms of their civic consequences.</p> <p>10. CIV 9–12.CG.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p> <p>11. I can critique how different groups of people use and challenge local, state, and national government to address public issues.</p> <p>12. CIV 9–12.CG.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p>
<p>Unit Four: Group Criminality</p>	<p>Unit Five: Exculpation</p>	<p>Unit Six: Theft</p>
<p>Unit Pacing: 3 weeks</p>	<p>Unit Pacing: 3 weeks</p>	<p>Unit Pacing: 3 weeks</p>
<p>Unit Overview: In this unit the students will learn how when one individual commits a crime, the analysis of who did it is relatively straightforward. However; we want to ask whether that person committed all of the elements of the offense with the required mens rea. But crimes are often carried out by more than one person. Through independent and group research, case study, and discussion the</p>	<p>Unit Overview: In this unit the students will learn about two groups of defense that have a different character. Justifications and excuses do not seek to refute any required element of the prosecution's case; rather they suggest consideration that negate liability even when all elements of the offense are present. The students will consider how pragmatists sometimes argue that the distinction is not</p>	<p>Unit Overview: In this unit the students will learn the legal concept that taking something belonging to another is at the root of a multitude of offenses that fall under the umbrella of theft. They will discuss how the nature of these crimes varies along two dimensions: how the item in question is acquired and what is taken. They will learn how the means of acquisition separate the</p>

<p>students will discover that the law needs to account for those individuals who do not commit the elements of the offense, but who nevertheless participate in and further the criminal activity in other ways.</p>	<p>important to require an acquittal while others argue that the distinction is essential for clear thinking because it points to a fundamental difference in the reasons why culpability is lacking.</p>	<p>various common-law offenses of larceny, embezzlement, obtaining by false pretenses, fraud, and blackmail, but modern statutes tend to consolidate these into general theft statutes.</p>
<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How can someone be guilty of a crime when they were not the individuals who committed the crime? 2. If my intent is good or bad, should that be taken into account when determining my guilt or innocence as an accomplice to a crime? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. What is the standard that I need to claim the right of self-defense? 2. Is justice being fulfilled when we allow someone to walk about from crime because they believe they were justified? 	<p>Compelling Questions:</p> <ol style="list-style-type: none"> 1. How has the law evolved from the idea of simply taking to the more advanced notion of theft through lying? 2. What are the different ways in which I can take someone's belongings that are not simply property?
<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can argue what makes a question important or worth asking. 2. INQ 9–12.1 Explain how a question reflects an enduring issue in the field. 3. I can develop and refine critical questions that help me inquire about a topic or issue in order to develop a stand or take action. 4. INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. 5. I can gather information from a variety of sources as to capture a wide range of views, using considerations of author, origin, structure, 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can situate my own perspective or viewpoint on an issue or topic within a range of expert opinions. 2. INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. 3. I can critique the accuracy and biases of a source in how it approaches or answers critical questions related to an issue or topic and make determinations of that source's legitimacy. 4. INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling 	<p>Priority Learning Targets</p> <ol style="list-style-type: none"> 1. I can critique the extent to which I demonstrate civic virtues and democratic principles. 2. CIV 9–12.CG.7 Apply civic virtues and democratic principles when working with others. 3. I can critique the extent to which a social or political system embodies civic virtues and democratic principles. 4. CIV 9–12.CG.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.

<p>context, and accuracy to guide my selection.</p> <p>6. INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>7. I can critique the relationships among governments, civil societies, and economic markets.</p> <p>8. CIV 9–12.CG.6 Critique relationships among governments, civil societies, and economic markets.</p> <p>9. I can judge the public policies and their intended and unintended outcomes, and related consequences.</p> <p>10. CIV 9–12.CG.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>11. I can argue the extent to which a society past or present has embraced specific changes to promote common good and protect rights.</p> <p>12. CIV 9–12.CG.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>	<p>and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p>5. I can gather information from a variety of sources as to capture a wide range of views, using considerations of author, origin, structure, context, and accuracy to guide my selection.</p> <p>6. INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>7. I can analyze the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>8. CIV 9–12.CG.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.</p> <p>9. I can argue how my roles, rights, and responsibilities as an American citizen today are lesser or greater than those of citizens living under differing systems past and present.</p> <p>10. CIV 9–12.CG.2 Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p>	<p>5. I can purposefully employ a deliberative process to make a sound decision.</p> <p>6. CIV 9–12.CG.9 Use appropriate deliberative processes in multiple settings.</p> <p>7. I can critique how people apply civic virtues, democratic principles, constitutional rights, and human rights as relates to their personal interests and perspectives.</p> <p>8. CIV 9–12.CG.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>9. I can judge the public policies and their intended and unintended outcomes, and related consequences.</p> <p>10. CIV 9–12.CG.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.</p> <p>11. I can argue the extent to which a society past or present has embraced specific changes to promote common good and protect rights.</p> <p>12. CIV 9–12.CG.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p>
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